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ABSTRACT

This selected annotated bibliography of research-related papers and reports covers major research activities in connection with the development of "Sesame Street" and "The Electric Company", the two experimental educational series produced by the Children's Television Workshop. These writings date back to the origins of CTW in 1968 and have been contributed by members of the CTW research and production staffs as well as by outside experts and institutions. References include formative and summative research studies for both series, research on the international versions of "Sesame Street", and other theoretical and scholarly discussions of research topics within the scope of media and children.

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CTW Research Bibliography

Research papers relating to the
Children's Television Workshop
and its experimental
educational series:
"Sesame Street" and
"The Electric Company" --
1968-76

Research Division, Children's Television Workshop,
One Lincoln Plaza, New York City, New York 10023

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INTRODUCTION

This selected annotated Bibliography of research-related papers and reports covers major research activities in connection with the development of Sesame Street and The Electric Company, the two experimental educational series produced by the Children's Television Workshop. These writings date back to the origins of CTW in 1968 and have been contributed by members of the CTW research and production staffs as well as by outside experts and institutions.

References include formative and summative research studies for both series, research on the international versions of Sesame Street, and more theoretical and scholarly discussions of research topics within the broader scope of media and children.

Most of the unpublished documents listed here are now available from the ERIC Document Reproduction Service, found in microfiche in many university libraries and state departments of education. Please do not direct inquiries for documents bearing ERIC numbers to the Workshop. Microfiche or paper copies can be ordered from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210. Prices can be found by consulting, for each ED number, Resources in Education, the ERIC announcement journal widely available in public and university libraries.

Published papers can be obtained from the appropriate journal, magazine or book publisher. All other unpublished manuscripts are in the process of being placed in the ERIC system. In the meantime, some are available on a limited basis from the CTW Library, One Lincoln Plaza, New York, New York 10023. The Workshop is making these available for a nominal charge of \$1 per document to defray postage, printing and handling costs. Checks or money order payable to the Children's Television Workshop must accompany each request.

The CTW Bibliography is intended to serve the research and information needs of all those with an interest in the field of children and television: psychologists and other social scientists, educators, teachers, television professionals and students. Multiple copies of the Bibliography are available for \$1 per copy from the CTW Library at the address given above.

RESEARCH ON SESAME STREET: FORMATIVE AND SUMMATIVE

This section includes studies, reports and documents pertaining to Sesame Street. The many formative research papers are intended as internal studies for the development and improvement of the series. Written strictly as internal documents, they are being made available for their potential value to others. Summative research studies (e.g. by Ball and Bogatz) assess the educational effectiveness of the series.

Ardi, D. Formative evaluation of Sesame Street "Play to Grow" materials. Unpublished manuscript, Children's Television Workshop, 1976.

Report of formative research on experimental Sesame Street segments for mentally retarded children.

Anderson, D. R., & Levin, S. F. Young children's attention to Sesame Street. Child Development, 1976, 47, 806-811.

Analyzes the visual attention of young children, ranging in age from 12 to 48 months, to a Sesame Street test program, and identifies different program attributes related to high and low attention.

Ball, S., & Bogatz, G. A. The first year of Sesame Street: an evaluation. Princeton, N. J.: Educational Testing Service, 1970. (ERIC Document Reproduction Service No. ED 047 823)

The full technical report for the ETS assessment of the impact of Sesame Street's first season on the target audience.

Ball, S., & Bogatz, G. A. A summary of the major findings in "The first year of Sesame Street: an evaluation". Princeton, N. J.: Educational Testing Service, 1970. (ERIC Document Reproduction Service No. ED 122 799)

Summarizes the major findings from the full report.

Ball, S., & Bogatz, G. A. Sesame Street summative research: some implications for education and child development. Paper presented at the annual meeting of The American Psychological Association, Washington, D. C., September 1971. (ERIC Document Reproduction Service No. ED 057 914)

Discusses the implications of Sesame Street research for child development and education.

Bernstein, L. Pilot attribute research with Sesame Street affect segments. Unpublished manuscript, Children's Television Workshop, 1976.

Report on a pilot study of program attributes of experimental Sesame Street segments, dealing with affective behavior and their relationship to high and low attention.

Bernstein, L., Hayes, L., & Schauble, L. Experimenting with Sesame Street for mentally retarded children. In Resource handbook on TV programming and children with special needs. Newtonville, Mass.: Action for Children's Television, in press.

Documents steps taken to develop the Sesame Street curriculum area for mentally retarded children.

Bogatz, G. A., & Ball, S. The second year of Sesame Street: a continuing evaluation (Vols. I & II). Princeton, N. J.: Educational Testing Service, 1971. (ERIC Document Reproduction Service Nos. ED 122 800, ED 122 801)

The full technical report for the ETS assessment of the impact of Sesame Street's second season on the target audience.

Bogatz, G. A., & Ball, S. A summary of the major findings in "The second year of Sesame Street: a continuing evaluation". Princeton, N. J.: Educational Testing Service, 1971. (ERIC Document Reproduction Service No. ED 122 802)

Summarizes the major findings from the full report.

Bogatz, G. A., & Ball, S. The impact of Sesame Street on children's first school experiences. New York: Children's Television Workshop, 1972. (ERIC Document Reproduction Service No. ED 124 103)

Evaluates the effects of Sesame Street on viewers after their first school experiences. This report is adapted from the authors' The second year of Sesame Street: a continuing evaluation.

Bogatz, G. A., & Ball, S. Some things you've wanted to know about Sesame Street. American Education, April 1971, pp. 11-15.

Gives the Educational Testing Service's evaluations of Sesame Street and their findings.

Brickman, G. A report on Sesame Street segments. Unpublished manuscript, Children's Television Workshop, 1976.

Analyzes the vocal pitch of viewers as an index of their affective responses to Sesame Street programs.

Children's Television Workshop. Sesame Street: 1,000 hours of a perpetual television experiment. Unpublished manuscript, Children's Television Workshop, 1976.

An editorial backgrounder describing eight years of Sesame Street, 1969-1977. An older edition, Sesame Street at five: the changing look of a perpetual experiment, is available from ERIC as ED 122 804.

Children's Television Workshop, Sesame Street Research. Report of research on five test shows. New York: Children's Television Workshop, 1969.
(ERIC Document Reproduction Service No. ED 126 859)

Presents the results of formative tests on five experimental Sesame Street programs.

Children's Television Workshop, Sesame Street Research. Preliminary data from the progress testing. New York: Children's Television Workshop, 1970. (ERIC Document Reproduction Service No. ED 122 818)

An interim report of periodic formative achievement testing of Sesame Street viewers during the first experimental season.

Children's Television Workshop, Sesame Street Research. Summary of the script and program review of Sesame Street by the Chicano Study Center, University of Los Angeles. New York: Children's Television Workshop, 1973. (ERIC Document Reproduction Service No. ED 122 825)

A review of scripts and programs of the fourth Sesame Street season by a member of the Chicano Study Center, as summarized by the Sesame Street research team.

Children's Television Workshop, Sesame Street Research. Bilingual study. Unpublished manuscript, Children's Television Workshop, 1974.

Report of formative research on the appeal and comprehensibility of experimental Sesame Street bilingual segments.

Children's Television Workshop, Sesame Street Research. Reviews of in-house research on Sesame Street target children's attention to four categories of affect segments. New York: Children's Television Workshop, 1974.
(ERIC Document Reproduction Service No. ED 122 824)

Report of formative research on responses of three- to five-year-old children to experimental segments for Sesame Street in the area of affective development.

Children's Television Workshop, Sesame Street Research. The Sesame Street writer's notebook. New York: Children's Television Workshop, 1974.
(ERIC Document Reproduction Service No. ED 126 860)

A comprehensive guide for implementing the instructional goals of Sesame Street.

Children's Television Workshop, Sesame Street Research. Remote taping: New Mexico. Unpublished manuscript, Children's Television Workshop, 1976.

Report of formative research on responses of preschool children to a one-week sequence of experimental multicultural Sesame Street program materials.

Children's Television Workshop, Sesame Street Research. Seventh season formats tape. Unpublished manuscript, Children's Television Workshop, 1976.

Report of a study examining a variety of program formats and treatments presented during the seventh season of Sesame Street.

Connell, D. D., & Palmer, E. L. Sesame Street: a case study. In J. D. Halloran and M. Gurevitch (Eds.), Broadcaster/researcher cooperation in mass communication research. Leeds, England: J. A. Kavanagh & Sons Ltd., 1971.

CTW's vice presidents for production and research discuss researcher-producer cooperation in the production of Sesame Street. This work is also available as "Sesame Street: a lot of off-beat education?" in National Elementary Principal, April 1971, pp. 14-25.

Cook, T. D. et. al. Sesame Street revisited. New York: Russell Sage Foundation, 1975.

Uses the original ETS and other data to address some of their own questions and hypotheses on the impact of the series.

Cooney, J. G. The potential uses of television in preschool education: a report to Carnegie Corporation of New York. New York: Children's Television Workshop, 1967. (ERIC Document Reproduction Service No. ED 122 803)

The original proposal for Sesame Street, which develops the rationale for using television to offer preschool education for children in their own homes, with special emphasis on the needs of children from low-income backgrounds.

Cooney, J. G. The first year of Sesame Street: a history and overview. New York: Children's Television Workshop, 1970. (ERIC Document Reproduction Service No. ED 047 821)

Sesame Street's first year as recounted by CTW's president.

Dennis, R. W. An analysis of class-inclusion segments from Sesame Street. Unpublished manuscript, Children's Television Workshop, 1976.

Analyzes preschooler's comprehension of experimental Sesame Street segments in the areas of classification and sorting.

Filep, R. T., Miller, G. R., & Gillette, P. T. The Sesame mother project. New York: Institute For Educational Development, 1971. (ERIC Document Reproduction Service No. ED 055 676)

A project to increase the effectiveness of Sesame Street in low-income, inner-city areas by training volunteer mothers to conduct viewing sessions at home.

Flagg, B. N., Allen, B. D., Geer, A. H., & Scinto, Jr., L. F. Children's visual responses to Sesame Street: affirmative research report. Unpublished manuscript, Children's Television Workshop, 1976.

Formative research report on the analysis of a variety of experimental Sesame Street segments, using eye-movement methodology.

Fowles, B. R., & Voyat, G. Piaget meets Big Bird: is TV a passive teacher? Urban Review, 1974, 7(1), 69-80.

An analysis of the instructional techniques used on Sesame Street and their ability to elicit cognitive activity from preschool viewers.

Garfinkel, R. Fallout from Sesame Street: effects on intelligence testing. Unpublished manuscript, Children's Television Workshop, 1976.

Report examining the relationship between the renorming of the Stanford-Binet Intelligence Scale and the Sesame Street series.

Gibbon, S. Y., Jr., & Palmer, E. L. Pre-reading on Sesame Street. New York: Children's Television Workshop, 1970. (ERIC Document Reproduction Service No. ED 047 825)

Reviews the evolution and implementation of the language and pre-reading curriculum on Sesame Street.

Hodapp, T., & O'Bryan, K. G. Report on the children's viewing strategies of problem-solving TV segments. Unpublished manuscript, Children's Television Workshop, 1975.

Report on an eye-movement study of experimental Sesame Street classification, problem-solving, and affect segment materials.

Katz, B. Report of formative research on the Sesame Street rhyming curriculum. Unpublished manuscript, Children's Television Workshop, 1976.

Studies the relationship between format and viewer comprehension for Sesame Street rhyming segments.

Kolucki, B. A taxonomy of Sesame Street segments for the mentally retarded. Unpublished manuscript, Children's Television Workshop, 1976.

Analyzes critical features of segments designed for mentally retarded children.

Land, H. W. The Children's Television Workshop: how and why it works. Jericho, N. Y.: Nassau Board of Cooperative Educational Services, 1971. (ERIC Document Reproduction Service No. ED 086 203)

A detailed examination of the organizational structure of the Children's Television Workshop. A summary is available from ERIC as ED 066 029.

Lasker, H., & Bernath, N. Status of comprehension study of Sesame Street affect bits. New York: Children's Television Workshop, 1974.

(ERIC Document Reproduction Service No. ED 126 866)

Report on a pilot study of the responses of three- to five-year-old children to some experimental Sesame Street segments dealing with affective behavior.

Lesser, G. S. Assumptions behind the production and writing methods in Sesame Street. In W. Schramm (Ed.), Quality in instructional television. Honolulu: University Press of Hawaii, 1972.

Describes the research-production cooperation behind Sesame Street.

Lesser, G. S. Learning, teaching and television production for children: the experience of Sesame Street. Harvard Educational Review, 1972, 42(2), 232-272.

A discussion of the process of translating educational goals into the actual television production of Sesame Street. A summary is available from ERIC as ED 070 248.

Lesser, G. S. Children and television: lessons from Sesame Street. New York: Random House, 1974.

This book, written by the chairman of CTW's Board of Advisors, discusses the early development, research, production and educational impact of Sesame Street.

Levin, S. R. Stimulus determinants of children's attention to Sesame Street (M. A. thesis, University of Massachusetts, 1974).

Examines the relationship between attributes of Sesame Street and preschoolers' visual attention, using a multivariate analysis technique.

Levin, S. R. & Anderson, D. R. The development of attention. Journal of Communication, 1976, 26(2), 126-135.

Analyzes visual attention data for Sesame Street, identifying program attributes correlated with high visual attention.

Liebert, R. M. Evaluating the evaluators. Journal of Communication, 1976, 26(2), 165-171.

A review of Sesame Street Revisited, by Dr. Thomas Cook and others.

Miller, J., & Skvarcius, R. Does Sesame Street teach?: performance gains of preschool viewers and non-viewers. New York: Children's Television Workshop, 1970. (ERIC Document Reproduction Service No. ED 122 809)

A technical report on the effects of three months' viewing of Sesame Street on preschool viewers, using a controlled pretest-posttest design.

Minton, J. H. The impact of Sesame Street on reading readiness of kindergarten children. (Doctoral dissertation, Fordham University, 1972). Dissertation Abstracts International, 1973, 33, 3396A. (University Microfilms No. 73-1516)

Analysis of the impact of Sesame Street on performance on the Metropolitan Reading Readiness Test.

Ogilvie, D. M. Sesame Street: headstart for advanced two-year olds. Unpublished manuscript, Children's Television Workshop, 1970.

Studies the effect of Sesame Street on very young viewers.

Palmer, E. L. Can television really teach? American Education, August-September, 1969, pp. 2-6.

A description of Sesame Street's early phases by CTW's vice president for research, including a discussion of formative research techniques.

Palmer, E. L. Begleituntersuchungen zu der Sendereihe Sesame Street
(The role of research in Sesame Street). Fernsehen und Bildung,
April 1970, pp. 258-262.

Discusses the stages of formative research leading to Sesame Street's first season.

Palmer, E. L. Sesame Street: shaping broadcast television to the needs of the preschooler. Educational Technology, February 1971, pp. 18-21.

A description of the role of formative research in providing feedback for program improvement.

Palmer, E. L. The deer and the duck. New York: Children's Television Workshop, 1973. (ERIC Document Reproduction Service No. ED 078 938)

A response to Herbert A. Sprigle's criticism of Sesame Street appearing in Childhood Education, December 1972.

Paulson, F. L. Teaching cooperation on television: an evaluation of Sesame Street social goals programs. AV Communication Review, 1974, 22(3), 229-246.

A field experiment assessing the impact of Sesame Street segments modeling cooperative behavior on the classroom interactions of preschoolers.

Pierce, C. M. The pre-schooler and the future. Futurist, February 1972, pp. 13-15.

Discusses the preparation given by Sesame Street to preschoolers.

Reeves, B. F. The first year of Sesame Street: the formative research. New York: Children's Television Workshop, 1970. (ERIC Document Reproduction Service No. ED 047 822)

A complete technical report of the formative research in the development of Sesame Street.

Reeves, B. F. The responses of children in six small viewing groups to Sesame Street shows 261-274. New York: Children's Television Workshop, 1971. (ERIC Document Reproduction Service No. ED 122 823)

A summary of 14 days of observation of six small viewing groups.

Rust, L. Attributes of Sesame Street that influence preschoolers' attention to the TV screen. Unpublished manuscript, Children's Television Workshop, 1971.

Analyzes patterns of children's visual attention to Sesame Street, yielding a set of program attributes that differentiate segments receiving high and low attention.

Samuels, B. The first year of Sesame Street: a summary of audience surveys. New York: Children's Television Workshop, 1970. (ERIC Document Reproduction Service No. ED 047 824)

A summary of the survey research conducted for the first year of Sesame Street on the characteristics of the target audience.

Schauble, L. The Sesame Street distractor method for measuring visual attention. Unpublished manuscript, Children's Television Workshop, 1976.

Description of the rationale and procedures used to measure children's visual attention to the TV screen, using the slide distractor methodology.

Shapiro, B. N. Comprehension of television programming designed to encourage socially valued behavior in children: formative research on Sesame Street programming with social and affective goals. New York: Children's Television Workshop, 1975. (ERIC Document Reproduction Service No. ED 122 863)

Assesses children's comprehension of Sesame Street programming designed to encourage socially valued behavior, and the ability of viewers to relate this programming to their own living experiences.

Sprigle, H. A. Who wants to live on Sesame Street? Childhood Education, 1972, 20(3), 159-165.

Questions the suitability of Sesame Street for disadvantaged preschoolers. This updates the author's "Can poverty children live on Sesame Street?" appearing in Young Children in March 1971.

Sproull, N. L. Visual attention, modeling behaviors, and other verbal and nonverbal meta-communication of prekindergarten children viewing Sesame Street. American Educational Research Journal, 1973, 10(2), 101-114.

Report of the observable responses of preschool children to Sesame Street.

Sylves, D. Utilization of Sesame Street materials with a deaf population. Unpublished manuscript, State University College, Buffalo, New York, 1972.

A three-phase project in the adaptation of Sesame Street segments for deaf children, including the development of special materials for teachers.

Tropf, A. E. An evaluation of the effects of Sesame Street upon the reading achievement of deprived children who are having difficulty reading at the first, second and third school levels. Unpublished manuscript, Children's Television Workshop, 1972.

Studies the effects of Sesame Street on the reading achievement of disadvantaged children.

Wilder, G. J., Bogatz, G. A., & Ball, S. The Sesame Street generation: the year after. New York: Children's Television Workshop, undated. (ERIC Document Reproduction Service No. ED 126 873)

An interim report on selected members of the first-year Sesame Street sample to determine the long-term effects of the program on regular viewers.

Will, E. E. Effects of co-viewing teachers' sanctions upon the modeling of televised cooperation: a pilot study. New York: Children's Television Workshop, 1975. (ERIC Document Reproduction Service No. ED 122 816)

A preliminary study of the possible impact of evaluative comments by co-viewing day-nursery teachers upon the modeling and recognition of the cooperative strategies displayed in selected Children's Television Workshop social goal videotapes.

Yankelovich, Daniel, Inc. A report of two studies on the role and penetration of Sesame Street in ghetto communities. New York: Children's Television Workshop, 1970. (ERIC Document Reproduction Service No. ED 122 819)

Report on the first surveys conducted to determine the extent to which Sesame Street was being viewed by an inner-city audience.

Yankelovich, Daniel, Inc. A report of three studies on the role and penetration of Sesame Street in ghetto communities (Bedford Stuyvesant, East Harlem, Chicago and Washington, D. C.). New York: Children's Television Workshop, 1971. (ERIC Document Reproduction Service No. ED 122 820)

Review of the initial surveys conducted to determine whether Sesame Street was succeeding in reaching inner-city children.

Yankelovich, Daniel, Inc. A report on the role and penetration of Sesame Street in ghetto communities (Bedford Stuyvesant, East Harlem, Chicago and Washington, D. C.). New York: Children's Television Workshop, 1973. (ERIC Document Reproduction Service No. ED 122 821)

A follow-up technical report on an audience survey conducted to determine whether Sesame Street continued to be viewed by a significant inner-city audience.

RESEARCH ON THE ELECTRIC COMPANY: FORMATIVE AND SUMMATIVE

This section includes formative and summative research and other papers pertaining to The Electric Company.

Ball, S., & Bogatz, G. A. Reading with television: an evaluation of The Electric Company. Princeton, N. J.: Educational Testing Service, 1973. (ERIC Document Reproduction Service No. ED 073 178)

A complete technical report of the summative evaluation of the first season of The Electric Company.

Ball, S., et. al. Reading with television: a follow-up evaluation of The Electric Company. Princeton, N. J.: Educational Testing Service, 1974. (ERIC Document Reproduction Service No. ED 122 798)

A follow-up report to Ball and Bogatz's Reading with television: an evaluation of The Electric Company.

Ball, S., & Bogatz, G. A. A summary of the major findings from "Reading with television: an evaluation of The Electric Company". Princeton, N. J.: Educational Testing Service, 1973.

A summary of the major findings in the full report, prepared by James J. Morisseau.

Cazden, C. B. Watching children watch The Electric Company: an observation study in ten classrooms. New York: Children's Television Workshop, 1974. (ERIC Document Reproduction Service No. ED 126 861)

A report on the development of a classroom observation instrument for The Electric Company.

Chen, M. Verbal response to The Electric Company: qualities of program material and the viewing condition which affect verbalization. New York: Children's Television Workshop, 1972. (ERIC Document Reproduction Service No. ED 126 862)

Analyzes attributes of The Electric Company for their ability to elicit verbal reaction from viewers.

Children's Television Workshop. The Electric Company. New York: Children's Television Workshop, 1971.

Includes "Television and the teaching of reading," by Joan Ganz Cooney, "Building a curriculum for The Electric Company," by Barbara R. Fowles and "A teacher poses some questions," by Mary Ricketts.

Children's Television Workshop. The Electric Company writers' notebook. New York: Children's Television Workshop, 1971. (ERIC Document Reproduction Service No. ED 122 817)

A comprehensive guide for implementing the instructional goals of The Electric Company.

Children's Television Workshop. Who watched The Electric Company. New York: Children's Television Workshop, 1972. (ERIC Document Reproduction Service No. ED 074 438)

A summary of the Herriott and Liebert report The Electric Company in-school utilization study: the 1971-72 school and teacher surveys.

Children's Television Workshop. The Electric Company. Television and reading, 1971-1980: a mid-experiment appraisal. Unpublished manuscript, Children's Television Workshop, 1976.

An editorial backgrounder on the history and development of The Electric Company. An older edition, Five years of The Electric Company: television and reading, 1971-76, is available from ERIC as ED 122 805.

Fowles, B. R. A pilot study of verbal report in formative research in television. (Doctoral dissertation, Yeshiva University, 1973). Dissertation Abstracts International, 1974, 35, 256A. (University Microfilms No. 74-16, 460).

Full technical report of a study relating children's free descriptions of The Electric Company segments to the structure, curriculum and dramatic content of those segments.

Fowles, B. R., & Glanz, M. The use of visual humor in televised reading instruction: a media design problem. Manuscript submitted for publication, 1976.

Discusses factors leading to an effective combination of instruction and humor on The Electric Company.

Herriott, R. E., & Liebert, R. J. The Electric Company in-school utilization study: the 1971-72 school and teacher surveys. New York: Children's Television Workshop, 1972. (ERIC Document Reproduction Service No. ED 973 709)

The first volume of a report for a national sample of elementary schools on teachers' use of The Electric Company as a classroom teaching tool. See also the report's second volume: The Electric Company in-school utilization study: the 1972-73 school and teacher surveys, by Dr. Roland Liebert.

Horner, V. M. Who's learning from The Electric Company: 30 frequently asked questions from teachers. Unpublished manuscript, Children's Television Workshop, undated.

Questions most often asked by teachers are answered by The Electric Company's former director of research, Dr. Vivian Horner.

Ienatsch, G. P. The effectiveness of teacher interaction on televised instruction designed to supplement a reading program for second-graders. (Doctoral dissertation, University of Iowa, 1973). Dissertation Abstracts International, 1973, 34, 2920A. (University Microfilms No. 73-30, 931)

Pilot study on teacher interaction during viewing of The Electric Company.

Liebert, R. J. The Electric Company in-school utilization study: the 1972-73 school and teacher surveys and trends since fall 1971. New York: Children's Television Workshop, 1973. (ERIC Document Reproduction Service No. ED 094 775)

A second-year follow-up on the use of The Electric Company in schools, focusing on patterns of adaptation between the second and third years of broadcast. See also the first year's evaluation by Herriot and Liebert: The Electric Company in-school utilization study: the 1971-72 school and teacher surveys.

Mayer, M. The Electric Company: Easy Reader and a lot of other hip teachers. New York Times Magazine, January 28, 1973.

A journalist's view of The Electric Company midway through its second season.

O'Bryan, K. G., & Silverman, H. Report on children's television viewing strategies. New York: Children's Television Workshop, 1972. (ERIC Document Reproduction Service No. ED 126 871)

Eye-movement technology is used to identify attributes encouraging attention to print portrayed on The Electric Company.

O'Bryan, K. G., & Silverman, H. Research report: experimental program eye movement study. New York: Children's Television Workshop, 1973. (ERIC Document Reproduction Service No. ED 126 870)

Reports on continuing research employing eye-movement technology to maximize effectiveness in the treatment of print on the screen.

Rust, L. W. Attributes of The Electric Company that influence children's attention to the television screen. Unpublished manuscript, Children's Television Workshop, undated.

Analyzes patterns of visual attention to The Electric Company, yielding a set of program attributes that influence visual attention.

Rust, L. W. Attributes of The Electric Company pilot shows that produced high and low visual attention in 2nd and 3rd graders. New York: Children's Television Workshop, 1971. (ERIC Document Reproduction Service No. ED 126 872)

Analyzes patterns of visual attention to The Electric Company, yielding a set of program attributes influencing visual attention.

Rust, L. W. The Electric Company distractor data: the influence of context. New York: Children's Television Workshop, 1971. (ERIC Document Reproduction Service No. ED 122 812)

Studies the degree to which visual attention to one segment is influenced by the amount of attention given to previous segments.

Rust, L. W. Visual attention to material in The Electric Company: summary of attribute research. New York: Children's Television Workshop, 1971. (ERIC Document Reproduction Service No. ED 122 813)

Summary of analyses of patterns of visual attention to The Electric Company, identifying program attributes associated with high and low attention of viewers.

Sproull, N. L., Ward, E. F., & Ward, M. D. Reading behaviors of young children who viewed The Electric Company. New York: Children's Television Workshop, 1976. (ERIC Document Reproduction Service No. ED 122 815)

An evaluation assessing the effects of The Electric Company on a younger audience of preschoolers.

CTW RESEARCH: SESAME STREET AND THE ELECTRIC COMPANY

This section includes studies and research proposals that relate to both Sesame Street and The Electric Company, as well as discussions of the role of formative research at CTW.

Cornthwaite, E., Hansen, N., & Irwin, V. Sesame Street and The Electric Company: what is their impact on teaching methods? Washington, D. C.: Principia College Washington Field Project, 1974. (ERIC Document Reproduction Service No. ED 126 863)

An analysis of the impact of Sesame Street and The Electric Company on teaching methods in kindergarten through the second grade.

Gibbon, S. Y., Jr., Palmer, E. L., & Fowles, B. R. Sesame Street, The Electric Company, and reading. In J. B. Carroll & J. S. Chall (Eds.), Toward a literate society: a report from the National Academy of Education. New York: McGraw-Hill, 1975.

Describes the knowledge gained from Sesame Street and The Electric Company in developing production strategies to teach reading.

Mielke, K. W. Recording the amount of attention given to various positions of the screen. New York: Children's Television Workshop, 1972. (ERIC Document Reproduction Service No. ED 122 808)

Describes a formative research technique involving dividing the television screen in order to record visual attention patterns of subjects.

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A brief set of proposals for techniques to be used in assessing children's comprehension of Sesame Street and The Electric Company.

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A detailed discussion of formative research techniques used at CTW and their role in evaluating the appeal, comprehensibility and educational effectiveness of programs.

Palmer, E. L. Formative research in the production of television for children. In D. R. Olson (Ed.), Media and symbols: the forms of expression, communication and education. Chicago: University of Chicago Press, 1974.

An overview of formative research techniques developed by CTW and their role in evaluating the appeal, comprehensibility and compatibility of entertainment and instruction. This work is also available from ERIC as ED 071 434.

Palmer, E. L. Applications of psychology to television programming. American Psychologist, 1976, 31(2), 137-138.

A brief article discussing the applications of psychology to television programming at CTW.

Yankelovich, Daniel, Inc. Results of the study on the role and penetration of Sesame Street and The Electric Company in ghetto communities. New York: Children's Television Workshop, 1973. (ERIC Document Reproduction Service No. ED 122 822)

A study of the role and penetration of Sesame Street and The Electric Company in ghetto communities.

Yelon, S. L. Constructive evaluation: improving large scale instructional projects. New York: Children's Television Workshop, 1974. (ERIC Document Reproduction Service No. ED 125 525)

An analysis of the purposes and procedures of formative research based on a study of the operation of the Children's Television Workshop.

RESEARCH ON SESAME STREET INTERNATIONAL

These papers involve research and discussion on the various forms, adaptations and versions of Sesame Street that have been broadcast internationally.

Diaz-Guerrero, R. Educational television for preschool children in Mexico: a systematic and experimental summative study of Plaza Sesamo. Unpublished manuscript, Instituto Nacional de Ciencias del Comportamiento y de la Actitud Publica, A. C. Mexico City, 1973.

Proposes goals, experimental design and procedures for a summative evaluation of Plaza Sesamo in Mexico.

Diaz-Guerrero, R., Aguila, R. B., & Diaz, R. A. de. Investigacion formativa de Plaza Sesamo: una introduccion a las tecnicas de preparacion de programas educativos televisados. Mexico: Editorial Trillas, 1975.

A study in Spanish of the formative research conducted in the development of plaza Sesamo.

Diaz-Guerrero, R., & Holtzman, W. H. Learning by televised Plaza Sesamo in Mexico. Journal of Educational Psychology, 1974, 64(5), 632-643.

A summary of the summative evaluation of the first season of Plaza Sesamo.

Lasker, H. The Jamaican project: final report. New York: Children's Television Workshop, 1974. (ERIC Document Reproduction Service No. ED 126 865)

A field study from Jamaica of responses to Sesame Street by children having their first television viewing experiences.

Lemercier, K. I., & Teasdale, G. R. Sesame Street: some effects of television on the cognitive skills of young children from lower SES backgrounds. Australian Psychologist, 1973, 8(1), 47-51.

An experiment assessing the effectiveness of Sesame Street for Australian kindergarten children.

Salomon, G. Sesame Street in Israel: its instructional and psychological effects on children. Jerusalem: Hebrew University of Jerusalem, 1974. (ERIC Document Reproduction Service No. ED 122 814)

A Hebrew University study of the impact of Sesame Street on Israeli children, evaluating not only gains in educational areas, but attention span, persistence and other psychological factors.

JOURNAL OF COMMUNICATION SYMPOSIUM

A collection of articles on international versions of Sesame Street was commissioned by the Journal of Communication for the spring, 1976 symposium, "Sesame Street Around the World:"

Cook, T. D., & Conner, R. F. The educational impact. Journal of Communication, 1976, 26(2), 155-164.

Reviews seven summative studies and reevaluations of Sesame Street, in both the United States and Mexico.

Diaz-Guerrero, R., Reyes-Lagunes, I., Witzke, D. B., & Holtzman, W. H. Plaza Sesamo in Mexico: an evaluation. Journal of Communication, 1976, 26(2), 145-154.

Presents findings from two studies of Plaza Sesamo viewers in Mexico.

Goldsen, R. H., & Bibliowicz, A. Plaza Sesamo: "neutral language" or "cultural assault?" Journal of Communication, 1976, 26(2), 124-125.

Questions whether the spoken Spanish, music and scenes of Plaza Sesamo adequately reflect regional differences throughout Latin America.

Palmer, E. L., Chen, M., & Lesser, G. S. Sesame Street: patterns of international adaptation. Journal of Communication, 1976, 26(2), 109-123.

An authoritative account of the history, economics, cultural politics and research directions of international versions of Sesame Street.

Salomon, G. Cognitive skill learning across cultures. Journal of Communication, 1976, 26(2), 138-144.

Evaluates Sesame Street's effects in Israel and advances a cross-cultural theory of cognitive skill learning.

Yamamoto, T. The Japanese experience. Journal of Communication, 1976, 26(2), 136-137.

Relates the cultural and linguistic background leading to Japan's use of Sesame Street as an English language series for high school students and adults.

OTHER REPORTS ON MEDIA AND CHILDREN

Other papers not specifically focused on CTW programs, written on such topics as eye-movement technology, visual literacy or communications theory, are listed here.

Baron, L., & O'Bryan, K. G. Study series 4: a developmental look at eye movement patterns of internally and externally controlled children watching two instructional modes. New York: Children's Television Workshop, undated. (ERIC Document Reproduction Service No. ED 122 811)

A developmental approach to information-processing, relating cognitive capacity to eye movements in viewing television and static media.

Fowles, B. R., & Glanz, M. Competence, expectancy and talent in verbal riddle comprehension. Manuscript submitted for publication, 1976.

A study of the relationship between children's understanding of riddles, reading ability and their perception of language.

Fowles, B. R., & Horner, V. M. The impact of television in early childhood. Paper presented at the Twentieth International Congress of Psychology, Tokyo, August 1972.

The directors of Electric Company research discuss television's role in early childhood development.

Fowles, B. R., & Horner, V. M. Visual literacy: some lessons from Children's Television Workshop. New York: Children's Television Workshop, 1974. (ERIC Document Reproduction Service No. ED 122 806)

An exposition of some of the processes of getting information from audio-visual media, and their role in children's learning.

Fowles, B. R., & Horner, V. M. The effects of television on children and adolescents: a suggested research strategy. Journal of Communication, 1975, 25(4), 98-101.

A research strategy to assess the impact of television.

Gibbon, S. Y., Jr., et. al. Report of the conference on visual information processing research and technology to the National Institute of Education. (Report No. CS-001770). Arlington, Virginia: Education Documents Reproduction Service, 1974.

Report of a conference on eye movement research and technology held in Columbia, Maryland, June 10-21, 1974.

Leifer, A. D. Encouraging social competence with television. New York: Children's Television Workshop, 1973. (ERIC Document Reproduction Service No. ED 122 807)

A literature survey and experimental study on variables related to portrayals of prosocial behavior.

Mielke, K. W. (Ed.) Research reviews. Educational Broadcasting Review, 1971, 5(3).

Reviews studies of the effects of media and television on children, including The first year of Sesame Street: an evaluation by Ball and Bogatz.

Mielke, K. W. Renewing the link between communications and educational technology. AV Communication Review, 1972, 20(4), 357-400.

A proposal suggesting the development and evaluation of prosocial material for children's programming.

Mielke, K. W., Johnson, R. C., & Cole, B. G. The federal role in funding children's television programming. Bloomington, Indiana: Indiana University, Institute for Communication Research, Department of Telecommunications, April 1975.

Focuses on the USOE policy in funding purposive television programming for children.

O'Bryan, K. G. Summary of research findings for Children's Television Workshop. New York: Children's Television Workshop, 1974. (ERIC Document Reproduction Service No. ED 126 869)

A summary of studies conducted during 1973-74 on a number of comic book presentation styles shown to children classified as good, poor and functionally illiterate readers.

O'Bryan, K. G. Cues and attention to the visual display in children's television. New York: Children's Television Workshop, 1975. (ERIC Document Reproduction Service No. ED 122 810)

A report on cues and attention to the visual display in children's television.

O'Bryan, K. G. Eye-movement as an index of television viewing strategies. New York: Children's Television Workshop, 1975. (ERIC Document Reproduction Service No. ED 115 391)

A report on the application of eye-movement technology to television viewing.

Palmer, E. L., et. al. A comparative study of current educational television programs for preschool children. Monmouth: Oregon State System of Higher Education, 1968. (ERIC Document Reproduction Service No. ED 032 123)

A pre-Sesame Street study of preschool educational programming.

Palmer, E. L. Uses of formative evaluation in course development. Paper presented at the Second National Conference on Open Learning and Nontraditional Study, Lincoln, Nebraska, June 1975.

Describes eleven functions of formative research in improving the design of educational materials.